Slide 1:
Good afternoon and welcome. Thank you for joining Cultural and Linguistic Competency: Strategies for Establishing a Learning Environment based on Students' Needs. I want to review some technical issues first.

Slide 2:
For those of you who are less familiar with NDTAC, I will give you information about what we do. The center is housed in the American Institutes for Research in Washington DC. The center is to assist in providing educational programming under the Title I, Part D for neglected, delinquent and at risk students by providing information, resources and direct technical assistance to states and support to those who provide education to youth who are at risk of dropping out or involved with neglected system. NDTAC is funded through a contract with the US Department of Education's Office of Student Achievement and School Accountability Programs. Our partner at the U.S. Department of Education is Dr. John McLaughlin. He is also the coordinator for the McKinney-Vento program.

Slide 3:
Today's webinar, Cultural and Linguistic Competency: Strategies for Establishing a Learning Environment based on Students' Needs, focuses on students who come from diverse language and cultural backgrounds and highlights strategies focus on promoting academic outcomes for students within this population, especially English Language Learners. Later is the month, NDTAC will release a fact sheet that focuses on students who are English language learners in the neglect or delinquent contexts. We do not have data providing clear estimate of the number of ELL students within the neglected and delinquent system, but we do know that students who are English language learners have educational challenges that need to be addressed regardless of whether their school is a school or into juvenile detention facility.

With that in mind we're excited to have two presenters with us today who are willing to share their experience and knowledge in this area. Dr. Carlos Rodriguez is a principal research scientist at the American Institutes for Research, where he leads a national evaluation project on a participation of underrepresented minorities in science and mathematics for the National Science Foundation. He works on issues related to the assessment of special needs and limited English proficient students. He has authored a number of papers.

Ana Diaz-Booz is the principal of the School of International Business of the Kearney High School in San Diego California. Together with her instructional leadership team, teachers and students have helped her school or in detention as a California distinguished school in the areas of Title I achievement and fast-track junior college dual enrollment. In her school's short six year history, students outperformed area student high school students on statewide assessment and all English language learners. As a first-generation bilingual student from a Spanish-speaking household, Diaz-Booz possesses a unique understanding of the struggles of ELL students in our public schools and the importance of rigor and high expectations.

Thank you to both of you for joining us today. Before I turn things over to Carlos Rodriguez, we will do some polling questions for the audience. This is interactive, and you can see the question on your slide. Please click on true or false and I will read the results to you.

Polling Slide 1:
The question is whether ELLs who speak English are ready to be mainstreamed is true or false.

Slide 4:
About 68% of the people said that this is false. And that would be correct. Oral communication skills are not the same thing as academic language skills needed for classroom success. And also gaps in vocabulary and syntactic knowledge may hinder future academic progress. So this is something important to keep in mind.

Polling Slide 2:
The next question. Most ELLs have learned English by middle and high school. True or false?

Slide 5:
It looks like 85% agreed that is false, which is correct. Among language-minority students, roughly 51% of those who spoke English with difficulty failed to complete high school, whereas only 18% of those who spoke English very well did not complete high school. There are some common myths out there about students and thinking they are the same as the regular student population. I know we will cover that this afternoon. With that I will turn it over to Carlos Rodriguez.

Slide 6:
Thank you very much for being with us today. This topic is one that some of us have been working on for quite a while. Some of us will continue to work on this for quite a while, given the major demographic movement that is occurring with our population groups that have large numbers of English language learners. I am also impressed by the responses you have given to those polling questions, it tells me you are on your way to understanding the complexity of the issues that surround children with linguistic needs.

Slide 7:
I am going to talk first about defining who is the ELL student. An ELL student is defined as generally a student between the ages of 3 and 21, and is enrolled in or preparing to enroll to the K-12 system. They speak a native language other than English or comes from an environment where another language is dominant.

They have sufficient difficulties in speaking, reading, writing or understanding English. So as to deny them the ability to meet to the State proficient levels of achievement and achieve in classrooms, where the language of instruction is English. So what we see is the that the notion of opportunity to learn is what is being sought for by providing services to children who speak languages other than language -- English.

Slide 8:

Generally, what we often find as outcomes for ELLs student in the K-12 arena is that ELLs is associated with the increased likelihood of dropping out of high school. There is also a decreased likelihood of advancing to post secondary education, and of course the corollary is not being prepared for post secondary opportunities. If ELLs attends post secondary education, they are more likely to attend a two-year college and more often than not beginning with language courses, English composition etc. They are more likely to enroll in noncredit earning courses or developmental remedial courses and less likely to persist in college.

Slide 9:
A reminder. This graph shows the distribution and anticipated distribution of the Latino population. The Hispanic population. It is now -- you almost cannot get away from the news reports and other reports talking about the changing demographics in the country. By 2030, we are a minority majority country.
What the graph doesn't show is a tremendous increase in English language learners in the Asian population, especially among the Mung immigrants and Vietnamese immigrants who are also in our schools.

Slide 10:
A reminder about the opportunity to learn context of English-language policy. This policy is rooted in federal legislation and supreme court decisions dating to the 1970s. This is some of the earliest work that accompanied the first passage of the Elementary and Secondary Education Act in the late 60s. And then the supreme court decision, I believe in 1972, which brought to national attention the necessity of guaranteeing children the opportunity to learn, and intended to equalize educational opportunities by reducing the achievement barriers that might be caused by children's language abilities.

Slide 11:
To revisit a couple of other myths. The myth that ELL students are immigrants. 57% of ELLs student are born in the country. That is an increasing number, given the birth rate among the population groups. The levels of language proficiency, the social economic standing and academic expectations and immigration also vary by student. Those of you who work day to day with ELLs are confronting this every day. You have a tremendous variety of students who are not homogeneous. I know Ana will speak about that soon. There is no one to approach or policy that meets the educational goals and needs of the population. It is a multi-variate problem and needs a multi-variate solution.

Slide 12:
There is another myth that non-English speaking kids have learning disabilities, rather than problems with language acquisition. We find often that children are misdiagnosed with a learning disability. In fact, there is the overrepresentation of ELLs student in special education. Often it has been linked to the size of the population because there is a lack of adequate language support programs. It is important to remember that oral language proficiency alone can take 3-5 years. Oral language means communicative competence - being able to communicate in the language can take 3-5 years. Starting when the child begins to learn a language. It could be a five-year-old or 10-year-old or 12-year-old. Academic language proficiency, learning the

language of schooling and learning can overlap (with oral language proficiency). It also is a process that can take 3-7 years.

Slide 13:
There is a myth that schools should provide English only in instruction because they do not have the capacity to meet all linguistic groups. It is without question, that ELLs students need home language support, knowing enough for-seven period it takes English to develop. We know from studies that those who have had at least 4-7 years of dual language instruction (that means some exposure, some integration of native language with English language) outperform comparable students who are only in monolingual programs. Student in monolingual programs will tend to level off. Supporting a child's first language while teaching English would include enrichment bilingual/ESL programs that address the full spectrum of students' developmental needs.

Slide 14:
A few key ingredients for cultural linguistic competent educational approaches. Staff needs to be well trained. Unfortunately, we find from a staff surveys, the school administrative surveys that students with limited English proficiency often the least likely of all students who actually had a teacher who is prepared to teach them.
We also find that native speakers are essential if students are non-English speakers. Does this mean you cannot do the work if you don't have a certified bilingual teacher? No. What it means is that we have to be very creative in finding native speakers - parents, volunteers and people from the community who can bridge the understanding gap with these children who did not speak English. Programs need to address the unique cultural characteristics of the students, families and communities and we know the culture of Latinos and the cultures of the Mung, and other non-English speaking students are really quite distinct.

Slide 15:
Another few key features for effective ELLs instruction is it always has to differentiate instruction. Providing explicit language instruction and knowledge, and preparing teachers with enough knowledge in primary and secondary language acquisition to anticipate the potential problems.

Slide 16:
ELLs instruction clarified: ELL instruction is not providing translation or speaking slower or speaking louder. ELL instruction is grounded, and I would like you to take away from this slide, in communicative competence. It has to do with getting children to learning to communicate in the language. Communication precedes all of other production.

Slide 17:
I want to introduce you to an analog for this work which comes out of the Department of Health and Human Services. They issued an approach called the CLAS standards - Culturally and Linguistically Appropriate Standards to correct inequities in the provision of healthcare for diverse populations. It was the first national uniform approach to educate primary healthcare providers.

Slide 18:
Why should we use it? Because of these themes. There are three themes that apply to the educational setting as well. The first is culturally competent care. In this case, it would be culturally competent instruction. This speaks to the relationship between the teacher, the educator and student. The second theme is language access services - that has to do with all of these things I am talking about, which have to do with providing native speakers, the correct kinds of translation services, etc. The third ingredient is the organizational support. What is the school look like, what does it feel like? Does it feel like a place where the children understand that their culture and language is valued? Whether it is respected and where it is honored.

Slide 19:
Where we guard against cultural blindness. Cultural blindness is when we have the belief that the helping approaches that we can use with one culture, can be applied to everyone. If the system worked as it should for all people, we would not be having the kinds of problems we have.

Slide 20:
A couple of final points. Linguistically and Culturally Competent approaches engage students in challenging curriculum. They draw on students backgrounds, use collaborative activities, and use scaffolding and instruction to build proficiency. They create confident students who value learning.

Slide 21:
Finally I want to reiterate the notion around communicative competence. Because it is communication that promotes comprehension. And children cannot produce language if they don't comprehend the language. Comprehension also engages in stages. It therefore varies by each individual student and I reiterate the importance of the differentiation of instruction. Thank you very much for listening.

Thank you Carlos. We will hold questions until the end. You can also submit questions for us in the Q & A in the side of the screen. I will turn things now over to Ana Diaz-Booz.

Slide 22:
Thank you for having me. I want to talk about some of these strategies we have used at the school.

Slide 23:
My school is located in urban San Diego with about 465 students. It is a complex of four schools. About seven years ago, the school was a traditional high school. Then consequently because of low performance, the school went to four autonomous small high schools of which I am a principle of one. In my particular school, 75% of the school qualify for free or reduced lunch and the demographics are actually quite diverse. 45% Latino, 17% African-American, 14% get Vietnamese and 14% Caucasian. About one third are English language learners. 80% of those ELLs when they first arrive at the school are testing at the intermediate or below little on the California English Language Development test, which is the assessment test that all English learners take at the beginning of the school year.

Slide 24:
I want to share our results, in terms of our ELL programs. You can see that in terms of the high school exam, which is a requirement in the state of California for all students to pass in order to graduate. We have had significant success, especially when you compare to the passage rates across the district. We have also been successful at improving the graduation rate. Several years ago, the graduation rate was in the 80 percentile and now we are at 94%.

Slide 25:
We use several strategies to help our students. First, we need to know our students as individuals with distinct needs. The unique thing about our setting, because we are small, we are able to get to know every single student as an individual. We tried very much to make sure they are known.

Slide 26:
Some of the things we do in order to know these students as individuals is upon enrollment we immediately is to identify and place them properly into sections that will support them. We regularly monitor their academic progress including a counselor for English language learners that is constantly checking on their progress. Meeting with parents and the students to make sure they are aware of their progress. We also engage parents in their primary language whenever possible. Most of the parents speak either Spanish or Vietnamese. Several of us in the office are Spanish speaking. But we also have someone on staff that is fluent in Vietnamese that can assist whenever needed. We are very in tuned to cultural awareness. One family is not like the other. We have many cultures represented and we need to be mindful of the fact that we cannot treat everyone the same way. Depending on cultural differences we need to modify what we do in order to support the families.

Slide 27:
The second strategy is that we provide the school structure that best supports English language learners.

Slide 28:
We allocate more resources and personnel to the students with the highest need. Traditionally most of the situations that you see is that students that are high-performance or in APs, get the most resources or staff with the highest degree of knowledge. We also balance class sections so ELLs have as many strong models of English around them. For example, where we are scheduling students into classes we make sure there is a strong balance of English Language Learners with students who speak English only so they can support each other. We provide spaces and equipment that force the teachers and students to interact. This is critical. It is important that we make sure the setting allows them to talk to each other and interact. Many years ago we did away with the single desk type of settings and now we only use tables. It helps with providing different options for seating. We also openly discuss the need to support ELLs with all students. It is part of our culture and the expectation that all of us are there to help each other. In my many years I have never had a complaint from a parent or student saying they did not want to support another student or work with another student because they were struggling in the English language.

Slide 29:
The final strategy. To choose teachers carefully and train well.

Slide 30:
Carlos eluded to this. Some things we do are specifically is that we start building teacher capacity during the hiring process. I say “we” because when we do hire, I do so with a panel of teachers and ex-students that help me to select teachers into the hiring. In the last few years, it was rare that I have anyone leaving the school. So it has been very infrequent lately, but we first started we were very clear that when teachers applied there was a rigorous hiring progress. We really heard that they were willing to work hard. Especially for the English Language Learners We placed the most skilled teachers with ELLs. That is critical in our case. Sometimes in traditional high schools, you have the teachers that are most skilled the most advanced classes. It is like a rite of passage that you eventually get to teach these high level classes. We’ve done exactly the opposite and placed the most skilled teachers with our English Language Learners and struggling students. We also incorporate participation strategies for daily teacher-student and student-student interaction. This is critical - studies show English learners can be in a classroom and go through class all day and no one hears them speak. In terms of the expectations, teachers understand that when they do their lesson planning, they need to be very clear about the fact that they have to plan explicitlu for that teacher-student and student-student interactions.

Slide 31:
Also, it is critical to provide staff development that explicitly teaches the ‘how’. This is important because when I was a teacher many years ago I remember the administrators and personnel telling me what I needed to do but never teaching the how. One of my responsibilities is to teach the teachers the how and to model what I expect to see or have someone come to help them. That is at the core of what teachers are thinking. What do you want me to do, I don't know how. We implemented a curriculum that truly incorporates literacy strategies across the curriculum. In our case it is essentially a curriculum that helps students to meet grade levels of text across the curriculum. So teachers are taught strategies in helping students access the grade level textbooks. We also work very closely and depply on obtaining and analyzing individual student data. This is critical because we need to know the students as individuals. Sometimes it's helpful to look at some of the group dynamics or the group data. It is essential to look at the actual individual data because that really gives us an idea of where each individual student is.

Slide 32:
Essentially those of the strategies we use. I feel that because we have worked with so many students that are at risk, many strategies can be translated to other areas. I welcome questions or comments regarding any of the information I have presented. Thank you.

Question and Answer:

Q: This question is for Carlos: This asks, what training do classroom teachers need on communicating with English Language Learners in the cases where it is difficult to get community members engaged or to come in and help out. Any ideas?

Carlos: Certainly short of suddenly becoming fluent in the language, that is not going to occur. So the question is asking, how can you triage when do you don't have a native speaker, where can you go for resources, especially if you don't community members coming in -- coming in is not occurring. I assume from the question that community members might be referring to parents. I am thinking in the community arena, I know and I have seen there is very good utilization of other groups tapping into for example, tutor networks. There are in the chambers of commerce and business related organizations and even the military opportunities for individuals to come in and work as tutors in schools. This may be an untapped resource. There are national networks of tutors and volunteers who will in if you cannot get this from the parent community. Of course, church affiliations and religious organizations, faith-based groups is another place to go. There is something very close in hand which a teacher might need training to understand how to utilize effectively and that's peer tutors. I remember in classrooms, I really was able to utilize peer tutors. Kids who were older and sometimes even younger in the school itself who had become proficient ELLs in English and have them work one-on-one with the students. Those would be what I would suggest. Community-based organizations that go outside the parental network. Faith based, military, chambers of commerces. And then looking to peer, tutors. Teachers the training on how they share teaching responsibilities with someone like a peer tutor especially if it is a student.

Q: Ana, do you have anything else to add?

Ana: I think it specifically -- in my experience we have a church that uses our facility on weekends. What has happened with them, over the years they created a partnership with us. They are able to support us in so many ways beyond what the district can because of resources. They come in and have a tutoring program after school. They donate backpacks full of supplies , and at Christmas they sponsored some of our families and are able to provide gifts etc. So having that connection with a community based organization has really helped our schools and benefited our students from having that extra support.

Q: Great. A similar comment came in, in regards to tutoring. It indicated that title VI limits how much or if peer-tutor can even be used, especially if in the same grade. Had either of you come up against this or a similar obstacle and have any ideas on how to get around them?

Ana: No, I've never had that.

Carlos: No. I would go back to the group on the phone but the question. Asking if there is anyone on the webinar for would like to share experiences on this issue of working with teachers who may not be native speakers or not able to get communities/parents. How you've been able to engage some effective strategies. Anyone like to answer?

Participant: I have concerns about your suggestion about using peer-tutor. My concern is that don't you think there needs to be an assessment of the language groups you are dealing with? If

you have a large percentage, and I come from California, where there are Spanish spoken by 40% or more in a county, there is no excuse when you don't have a teacher on staff that speaks the language. You have to make the assessment. School districts have an obligation under law to address the language of the students. If I found out that 30% of your kids are Spanish speaking and you don't have anyone on staff, a certified who speaks Spanish you have pretty serious legal issues with respect to that program.

Carlos: I agree. That is a very insightful response. The question itself did not indicate what the context of the teacher who was or did not have preparation for dealing with kids.

Participant: I think it has to be an assessment of your language groups. I agree with looking at community resources. But it really depends on what language groups you are dealing with. School districts have to step back and say 'we need some people on staff. Are we doing everything we can to hire people on staff who have those language abilities?'

Carlos: Agreed. Anyone else?

Participant: I have a question. The statement about Title VI. As one of my other responsibilities I do, civil rights of reviews of high schools, universities and so forth, as part of the MOA, under the Carl Perkins Act. We are categorically told that any form of tutoring in the classroom by peers is prohibited by the fact of the quality instruction is degraded from teacher to the first student who is translating to the second student. It is all right to have situations where there is group work like those suggested with round tables etc. Primary instruction cannot be handled through the intermediary student, if you will, in terms of providing that main instruction. Do I make sense?

Carlos: Yes, thank you for the clarification. I think that my follow-up to the question is related to the point just made by the previous person. Do those same regulations require that the mediating teacher have native language ability?

Participant: It does not however, her point is still well taken. If you have a preponderance of a particular language group in the community, it is a minimum best practice and could be pushed towards legal requirements, iff you have an instructor in the language of the predominant language group. That also reverses the challenge for those if you have -- the language of instruction may be turning to Spanish – then what do you do with the kids that are not Spanish speaking. Either way you shake this, you end up with a language difficulty going one way or another. I can send information about the links and legal citations that can help you with this.

Stephanie: Excellent. Can you send those to NDTAC?

Q: Ana, with another question for you. In your presentation you spoke of modeling and how you use modeling of the 'how' for teachers. Is that in terms of how to write lesson plans or can you expand on what the modeling was about?

Ana: It starts with lesson planning. Sitting down with the teacher and working through some of the questions. What teachers typically do when they write lesson plans is they write what they

are doing. They don't usually write down that the students are doing or what they do with each other and what they are doing with the students. Being explicit with teachers on -- right now for example, 'what are the students doing? What should students be talking about and for how long? When that session is over, what do you expect them to know?' Going through the detailed lesson planning. Also, more importantly, going into the classroom and working with the teachers in the actual settings. That includes doing a demo lesson with the students or team teaching situations with the teacher. Modeling that in real life form, so it's not just on paper. But really giving the idea. One of the things we've also done is to videotape each other so teachers videotape lessons that went well, so they can share with colleagues. So they are able to see what the teacher was doing throughout the lesson, so they are able again to see the how.

Q: The next question goes to Stephanie. This asks about ELL programs for incarcerated youth. Can you address any specific issues about developing an appropriate ELLs program for incarcerated ELL youth who are enrolled in juvenile schools? Do you know of any models that are currently being implemented?

Stephanie: That is a good question. The center has since hasn't really had the opportunity to find out about the programs that exist. It is an area we have the fact sheet coming out and this Webinar -- we hope to focus on more in the coming year. But I think there is a lot of strategies that are certainly relevant in a local classroom and juvenile detention classrooms. I would be curious if there is anyone on the phone that does what is going on out there.

Ana: I think that if you use the strategies I discuss, they would be especially translatable. For example, from what my impression is that they have instruction where it is a stand deliver type. They sit in a row in the single desks and are given information and asked to regurgitate the information. What I can say is that they need the programs were they are interacting constantly. Practicing English. Partnering with students. Partnering with staff members and being engaged in the learning. And not just being in the situation where they are just getting information and being asked to remember it because that is not working. I would suggest using some of the same strategies. Unfortunately I have never been in those particular institutions and have not seen that in action. But I can only imagine some of the strategies that would be translatable.

Participant: I am the person who asked the question. I have walked into numerous juvenile centers in California and in other states with heavy ELLs populations. I always ask, how many kids in your detention center are limited English proficient. Most detention staff cannot give me that answer. As I walked to different schools, basically these kids are thrown in with every other kid. I have come across one classroom that was specially designed for a ELL program. For the short time I was in the classroom, I asked if they do anything in other languages and she said no. And they never even provided any English language development. I think, it's been my frustration as someone who focuses on EL students, it would be really great to start --I cannot find research or models. I think it's a unique opportunity when kids go into that system, maybe this is where want to focus on English Language Learners because they are not there -- usually they are there for a short period of time. I don't know I am not an educator. I am actually a lawyer. Bu I think there is a real need for focus on the education of those kids. If you can provide guidance or research, it would be greatly appreciated. If I can offer and assistance in terms of what I have found or you will come out with a fact sheet on the numbers, I certainly know how

to figure out the numbers of identified of EL kids with the juvenile facilities in California. I would be happy to give you that information. I am trying to open this discussion.

Stephanie: That would be great. We found as we were developing the fact sheet that we had difficulties findings those numbers as well.

Participant, In California they exist because you can get the census reports for juvenile court schools. The interesting part is that these kids are unique. Unlike other populations of children, many of these kids may likely they have less education than other LEP kids in other school settings. They may never have been identified for their level of English proficiency. I don't think that is happening at the juvenile court level. A lot of them are lost.

Mindee: You brought up another great point, the data are available at the local and state level. The difficulty comes into play is that ELLs is defined so different across jurisdictions .What qualifies for ELLs students in one location may not qualify because the regulations given by the federal government are somewhat loose. What we had a hard time with was being able to roll the numbers up at a national level. We could not clarify what the definitions were used at the state and local level. There was very little information at a national level that could allow us to not only combined, but to compare. And see a national picture. That is where the struggle became. It only further or became more difficult at looking at what are the best practices. I know that's where the Center would like to go and continue to explore. It is definitely more difficult and we are glad to have Ana and Carlos to give us broad brush strokes and get into the issues in general on how to educate ELLs students. And it is very translatable to our population.

Carlos: There was someone who had an idea that popped into their head. Do you want to share that now?

Participant: There are three things that have crossed my mind. The issue of ownership. Who owns education? Typically each student does. So we are trying to incorporate in each student a desire to become a lifelong learner from the moment they are in class onward. That is one concept. Secondly, when I was in 10th grade in geography, I was raised in Canada so it may be different curriculum here. The instructor walked in and said he is not teaching the class. We all looked and laughed and said "Yeah, right." She proceeded to say, "The way we are going to do this is that we are all going to own material that we will learn and you will become experts in a particular topics of this class." She outlined what the class would cover and we all had to be -- bite part of the curriculum and own it. And go out and research it, and interact with people who may be experts in the area. So we became a cohesive workgroup, if you will. Constructing the curriculum together for the year. I still remember that and it is a lot of years ago. That teacher is still vibrant in my being because it became such a enriching experience. I wonder if there is some way in our ND environment that more of that can be done. The roundtable comes to mind. A perfect setting for that situation, as opposed to the Socratic process. The other thing I'm concerned about is on the flipside, that is what I see as the ideal.
The flipside, a lot of the ND situations, they are trying to get kids caught up in the basic curriculum. That I'm wondering if there is a desire on staff and administration to try anything this experimental or a cutting-edge or anything that cuts away from the traditional lecture

process. The lecture process seems to be the most efficient way of getting things across. Not necessarily learned, but getting it across.
My final response, I see potential solutions but I also see the system may divorce itself from the possibility of even trying to want to. They have to want to.

Carlos: Those are excellent suggestions. Certainly, they have application for trying to deal effectively in promoting the educational achievement of these kids. There is probably an overlay have come up with a couple of questions. With this population that we have a neglected or delinquent child with an ELL needs and what are the parameters of a Part D context that defines what can or cannot be done with the child? A question came in asking what you can do for a part D student in a correctional facility? I don't know. You got me. I cannot answer that but you have given us through these questions and this discussion some excellent follow-up that Stephanie can follow-up on.

Stephanie: Definitely. These are all things on our radar. Unfortunately, the federal program officer could not be here today. But he is especially interested in these issues as well.

Q: On that note, and related. One person asked, for Part D students, how are language barriers address? Is there adequate staffing to cover the various language that may be found? There probably never is adequate staffing to cover all of the various languages that can be found in any school setting. Carlos, you started to give some good ideas on how schools have been engaged in other stakeholder or community groups. Having other native speaker groups coming in. I don't know if there are additional ideas on how to get around this.

Carlos: The question had to do with supportive students and content areas. The amount of time spent in English language development and around reading, writing etc. The balance is the content. Again that has to do with differentiation. I think Ana got to some of that. In regular school settings where there is limited native ability, there are many schools and districts for relying on sheltered approaches. The sheltered instructional approach where English is taught in a highly, highly structured way. So that you're not overloading children with English expectations without preparing them for it. Ana, do you have something to share?

Ana: I want to add that our students to take extensive classes in ELD. They have their content specific classes but they also have courses in which they get very intensive English language support. In our case, unfortunately the students need to give up their elective classes. It doesn't seem to affect them or they'd never mentioned it. Not only do they have typical content specific classes, but they have two extra classes for English language development. In my school, the teacher can work with the content specific teacher so they can also be a support in the English development class in terms of all of the other content areas they are in. They are not exclusive of each other. We need to think of them as touching upon each other. For it to be successful, the English language development and content has to happen together.

Participant: They are taken to the ESL instructor and they go over vocabulary first before they show up to the content class

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Stephanie: I want to thank everyone for joining today. It has been a rich start of a discussion that we need to continue into the future. Thank you all for your questions and time. Please fill out the evaluation form that is on your screen. If you don't have time to fill it out now, it will be e-mailed in your e-mail in your registration. Thank you very much, Ana and Carlos for your time.